Field #	Demographic Detail		# of Characters	Starting Position	Ending Position	Character Type (for use with text file format)	Demograhic Definition		Example
1	State Name Abbreviation		2	1	2	Alpha	2 character state designation		WI
2	District Name		18	3	20	Alpha	District Name		Oshkosh
3	District Number		15	21	35	Alpha/Numeric	Unique number identifying district within the state		4179
4	School Name		18	36	53	Alpha	School Name		Merrill Elem
5	School Number		8	54	61	Alpha/Numeric	Unique number identifying school within the district		0220
6	Student Last Name		18	62	79	Alpha	Student Last Name		Feldman
7	Student First Name		14	80	93	Alpha	Student First Name		Susan
8	Student Middle Initial		1	94	94	Alpha	Student Middle Initial		C
9	Birth Date		8	95	102	Numeric	MMDDYYYY - 01121983 (January 12, 1983) or 00000000 = Unknown		01122002
10	Gender		1	103	103	Alpha	M = Male, F = Female, or Blank		F
11	State Student ID		15	104	118	Alpha/Numeric	Unique state number or Blank		1234567890
12	District Student ID		15	119	133	Alpha/Numeric	Unique district number - used in addition to state or in case of no state number		1234567890
13	Grade		2	134	135	Numeric	Kindergarten through 12th grade (00 = K, through 12)		00
14	Ethnicity		1	136	136	Alpha	A = Asian/Pacific Islander / I = American Indian/Alaskan Native / B = Black/African American/Non Hispanic	H = Hispanic/Latino / W = White, Non Hispanic / M = Multi Racial/Ethnic/Other	W
15	Native Language		4	137	140	Alpha/Numeric	Unique code identifing language for each state - This is a state defined field		RUS
16	Date First Enrolled in a US School		8	141	148	Numeric	MMDDYYYY - 01122004 (January 12, 2004) or 00000000 = Unknown, Date student enrolled in district in a US School		01122005
17	Length of Time in LEP/ELL Program		2	149	150	Numeric	Represented in whole number of years by school year		00
18	Title III Status		1	151	151	Alpha	Y = Yes, N = No, or Blank		N
19	Migrant		1	152	152	Alpha	M = Migrant, N = No, or Blank		M
20	IEP Status		1	153	153	Alpha	Y = Yes, N = No, or Blank		N
21	504 Plan		1	154	154	Alpha	Y = Yes, N = No, or Blank		N
22	Bilingual/ESL Program Type (Services Student Receives)	No Additional Services (NAS)	1	155	155	Alpha	Y = Yes, N = No, or Blank ("Y" means the students has No Add'l Services)		N
23		Content Area Tutoring (CAT)	1	156	156	Alpha	Y = Yes, N = No, or Blank		Y
24		Content-Based ESL (CBE)	1	157	157	Alpha	Y = Yes, N = No, or Blank		N
25		Developmental Bilingual (DBE)	1	158	158	Alpha	Y = Yes, N = No, or Blank		N
26		Heritage Language (HLA)	1	159	159	Alpha	Y = Yes, N = No, or Blank		N
27		Pull-Out ESL (POE)	1	160	160	Alpha	Y = Yes, N = No, or Blank		N
28		Sheltered English Instruction (SEI)	1	161	161	Alpha	Y = Yes, N = No, or Blank		Y
29		Structured English Immersion or SDAIE (SEN)	1	162	162	Alpha	Y = Yes, N = No, or Blank		N
30		Transitional Bilingual (TBI)	1	163	163	Alpha	Y = Yes, N = No, or Blank		N
31		Dual Language & Two-Way Immersion (TWI)	1	164	164	Alpha	Y = Yes, N = No, or Blank		N
32	State - Support Delivery Model (How Student Receives Services)	Not Applicable (NA)	1	165	165	Alpha	Y = Yes, N = No, or Blank (for use with field 22)		Y
33		Inclusionary Support (IS)	1	166	166	Alpha	Y = Yes, N = No, or Blank (Support provided in-the-mainstream classroom)		N
34		Pull-Out For Individualized Support (PO)	1	167	167	Alpha	Y = Yes, N = No, or Blank (Pulled out of regular classes)		N
35		Parental Refusal for Services (PR)	1	168	168	Alpha	Y = Yes, N = No, or Blank (Parents have "opted out" of bilingual/ESL services)		N
36		Self-Contained (SC)	1	169	169	Alpha	Y = Yes, N = No or Blank (Usually found only in bilingual classrooms)		N

Field #	Demographic Detail		# of Characters	Starting Position	Ending Position	Character Type	Demograhic Definition	Example
				(for use with text file format)				
37	Special Accommodations	Braille test or writer (BR)	1	170	170	Alpha	Y = Yes, N = No, or Blank	N
38		Computer Assisted (CA)	1	171	171	Alpha	Y = Yes, N = No, or Blank	N
39		Large Print Booklet (LP)	1	172	172	Alpha	Y = Yes, N = No, or Blank	N
40		Magnification or Low Vision aids (LV)	1	173	173	Alpha	Y = Yes, N = No, or Blank	Y
41		Student Made Tape of Reading test (MT)	1	174	174	Alpha	Y = Yes, N = No, or Blank	N
42		Scribe (SB)	1	175	175	Alpha	Y = Yes, N = No, or Blank	N
43		Short Segment test administration (SS)	1	176	176	Alpha	Y = Yes, N = No, or Blank	N
44		Other Approved Accommodation (OA)	1	177	177	Alpha	Y = Yes, N = No, or Blank	N
45	State Defined Optional Data		10	178	187	Numeric	State Designated Additional Data - Defined by State	
46	District Defined Optional Data		10	188	197	Numeric	District Designated Additional Data - Defined by District	

When entering student data into this format on your diskette or file, please note the following:

• Enter all data in a Microsoft Excel spreadsheet or an ASCII (a plain text file) format.

• Special characters cannot be used and will be ignored (e.g., hyphens or slashes).

• If using Excel, please set up numeric fields as text. Numbers will then be treated as text and the leading zeros will remain in the file.

• Data must appear in the Field Positions noted.

• A student must appear ONLY ONCE in the data set.

• Reports will contain student information exactly as it appears in your file. If the data in your file are found to be incorrect later, do not use the incorrect Pre-ID labels. Instead, follow the directions in the Test Administration Manual and hand-enter the necessary information.

Field 16: **Date First Enrolled** = Date student enrolled in a US school for the first time.

Field 17: **Length of Time in LEP/ELL Program** = number of years, rounded down, that a student has been in a bilingual or ESL program, or receiving individualized language services. (A kindergarten student is always 0.) A list of program services is found in the description for Fields 22 - 31, below.

Field 18: **Title III Status** = "Y" if student is part of the district's Title III, NCLB, allocation. "N" if the student is not part of the district's Title III, NCLB, allocation, or if the district does not receive or accept a Title III allocation.

For districts receiving Title III allocations, whether directly or through a consortium, all ELLs benefiting from that grant should be coded as "Y" - for most districts this will be all their ELLs. The exception would be for a district that is specifically targeting a subgroup of their ELL population. For example, there is a specific need that the district is using Title III funds to address for all middle school ELLs, so only middle school ELLs will be coded as "Y."

Field 19: **Migrant** (Migratory Child) = The term 'migratory child' means a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work – (A) has moved from one school district to another; (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity." [Title I, Part C, Sec. 1309 Definitions (and Final Rule, 34 CFR Part 200)]

Field 20: **IEP Status** = "Y" if the student has been identified as having special education needs and has an Individual Education Plan (IEP). "N" if the student has not been identified as having special education needs.

Field 21 **504 Status** = "Y" if the student has been identified as having special education needs and has a 504 Plan. "N" if the student has not been identified as having special education needs.

Fields 22 through 31: Bilingual/ESL Program Type = the type of programming that is being provided. The following is from federal guidance on the definition of a "language instruction educational program." "Language instruction educational program" means an instruction course in which ELL students are placed for the purpose of attaining English proficiency, while meeting challenging State academic content and student academic achievement standards. A language instruction educational program may make use of both English and a child's primary language to enable the child to develop and attain English proficiency. Programs may include the participation of English proficient students in addition to ELL students if such a program enables participating students to become proficient in both English and an additional language.

It is to be used for all ELLs regardless of funding source. Choose one or more program types based on the following descriptions.

Field 22: **No additional services (NAS)** or individualized English language assistance of any kind are provided by the district.

Field 23: **Content area tutoring (CAT)** is one-on-one or small group tutoring/assistance to ELLs during school hours, in the content areas, including English language arts, mathematics, science, and social studies. Tutoring is generally provided by teachers other than bilingual or ESL teachers, and may be provided by an aide, under the direction of a teacher.

Field 24: **Content-based ESL (CBE)** are programs in which English is taught through the content areas of mathematics, English language arts, science, and social studies

Field 25: **Developmental bilingual education (DBE)** programs (sometimes called "late-exit," "maintenance," or "one-way dual language" programs) use the primary language of the ELLs as the medium of instruction.

Field 26: **Heritage language (HLA)** programs use the non-English language background (heritage language) of the students as the primary language of instruction to renew/reclaim that language (e.g., Native American languages). The program also provides instruction in and through English.

Field 27: **Pull-Out ESL/Resource (POE)** programs remove ELLs from general education classes to pre-teach, teach or re-teach English language skills and/or academic content covered by the general education classroom teacher.

Field 28: **Sheltered English instruction (SEI)** programs often serve ELLs from more than one language background. Instruction is in English adapted to the students' English proficiency levels and provides modified curriculum-based content.

Field 29: **Structured English immersion (SEN)** are programs in which ESL teachers or bilingual instructional aids provide linguistic and academic support to ELLs in the general education classroom.

Field 30: **Transitional bilingual education (TBI)** programs use the primary language of the ELLs in instruction while they acquire English. The language of instruction for ELLs is gradually transferred into English only.

Field 31: **Dual Language &Two-way immersion (TWI)** (sometimes called "two-way dual language") programs are bilingual programs that serve English proficient speakers and English language learners (ELLs) in the same classroom Both English and the primary language of the ELL students are used in content and language arts instruction.

Field 32 through 36: Support Delivery Model =

Field 32: **Not Applicable (NA)** for use with the option coded "Y" in Field 22

Field 33: **Inclusionary Support/Push-IN (IS)** support provided in-the-general education classroom

Field 34: **Pull-Out (PO)** student is removed from general education classes for individualized or small group support

Field 35: **Parental Refusal for Services (PR)** parents have "opted out" of bilingual or ESL program services for their child – for use with the option coded "Y" in Field 22

Field 36: **Self-Contained (SC)** usually with a dual licensed—content area and bilingual or ESL—teacher